NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

THE bulletin

Vol. 46/No. 6

May 2003

The Written Word

by LESLEY-ANN BROWNE

In the run of a day many of us may send and receive numerous emails. If I am out of the office for any length of time, the number received can be overwhelming. Of course once I delete the ones that are trying to sell me something, or offer great mortgage rates, or enlarged body parts, the number is almost manageable. I would, however, like to offer some tips to those who use email and some do's and don'ts for email protocol. Most of these suggestions can be found in books on the subject or Internet sites about email etiquette.

When speaking one on one a person can see your facial expression. They can hear the tone in your voice and know if you are serious or joking. This, however is not often possible through email unless a happy face or some other explanation is added at the end of a sentence. You should, however, never assume that the inclusion of a "smiley" will help the recipient understand your meaning or wipe out an insulting comment.

When reading a book, the spoken word is emphasized through quotation marks. The reader knows that the words were stated forcefully; or angrily, or passionately or with conviction, or jokingly. We don't have this opportunity through email and it is often difficult to understand the meaning behind what is written. I have misunderstood, or misread many emails because I was unsure of the "tone."

Unless for emphasis, it is a good idea not to use capital letters in an email. IT IS THE EMAIL EQUIVALENT OF SHOUTING AND COMES ACROSS AS VERY RUDE. Use capitals sparingly or use mixed letters when you want to make a point. Another idea is to watch spelling and grammar in an email. Try spell checker before an email is sent and reread it to ensure it makes sense. A missed comma or period can change the meaning in an email so give it a read before you click send.

It is also a good idea not to send long emails. Scrolling can be annoying especially on a smaller computer screen. If it is absolutely necessary to send a long email then include paragraph breaks. The email will be easier to read.

Don't forget the subject line. This is helpful to weed out unacceptable or unknown senders. If I am unsure of the sender and there is no subject line I will delete the message. I have been fooled on two occasions in this way and have ended up with viruses on my computer. One message was a virus that I was able to get rid of. The other caused my home computer to crash and was costly to fix.

Another bit of advice about emails. Don't send an email thinking it is only going to one person. They can be copied and resent. Never put anything in an email that you would not put on a post card. And avoid sending chain letters. They are annoying. I have not spoken to anyone who likes to receive them. I have risked many years of bad luck by deleting them but I will not send anything that I do not like to receive myself. If you are forwarding a message or replying make sure who you are replying to. An entire mail group may not be interested in your reply.

And finally, the best advice re email is that if it can be done in person or by phone then make the call. This of course may involve leaving a voice mail message. But voice mail protocol is a topic unto itself.

bulletin

Lesley-Ann Browne
Editor

Michelle Lamarche
Editorial Assistant

Linda Babstock, John Bishop, Elliott Green, Louise King
Design • Printing • Distribution

Linda Farrell
Online Services

The Bulletin is published eight times a year during the school year by the Nfld. and Labrador Teachers' Assn., 3 Kenmount Road, St. John's, Newfoundland, Canada, A1B 1W1.
Tel: 709-726-3223; 1-800-563-3599
Fax: 709-726-4302; 1-877-711-6582
e-mail: labrowne@nlta.nf.ca
Internet Address: www.nlta.nf.ca

Unless otherwise indicated, materials used in *The Bulletin* may be reproduced or broadcast without permission. Advertisements and/or notices of resources carried in this publication do not imply recommendation by the Association of the service or product.

Advertising inquiries should be directed to: Michelle Lamarche, Ext. 227
mlamarche@nlta.nf.ca

Subscription Rate: $16 per year.
For subscriptions and address changes contact Printing Services, Ext. 249.

Deadlines for material are:
June Issue: May 15
Sept./Oct. Issue: Sept..15

ISSN-1189-9662

Member of the Canadian Educational Press Association, Canadian Public Relations Society, International Association of Business Communicators, and the Canadian Association of Communicators in Education.

Printed on Recycled Paper

Features

8 **Your Collective Agreement**
Redundancy, Reassignment and Layoff
by Perry Downey

10 **Benefits & Economic Services**
Pre-Retirement Seminars
by Don Ash

13 *Thinking About Retirement?*
by Don Ash

14 *Some Tips on Teacher Certification*
by Stefanie Tuff

15 *Benefits Available Through Workers' Compensation*
by Perry Downey

17 **Group Insurance**
The Burden of Long Term Care

18 **Education Week 2003**
Many Places, Many Faces, One Spirit

20 **Living Well**
Care-fronting: Confronting with Care
by Marie Wall

22 **Copyright**
Teachers' Intellectual Property Rights

24 **For Your Information**
Teachers, Students & Education Benefits from Kids Eat Smart Clubs
by Kim Todd

26 **Professional Development**
Cohorts and Other Alternative Modes Program Delivery in Graduate Education
by Roberta F. Hammett

Departments

Up Front	*2*
On Location News	*4*
In Memoriam	*7*
Calendar	*back cover*

PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

ST. LAWRENCE

2003 Christmas Card Contest winner announced

Julie Loder

Julie Loder, a Grade 5 student at St. Lawrence Academy in St. Lawrence has been chosen as winner of the 2003 NLTA Christmas Card Contest. Julie receives a $75 cash award and a framed copy of her winning entry. Her winning design will appear on the NLTA Christmas card that will be sent to schools, businesses and other groups in December 2003. The theme for the 2003 contest was *The Spirit of Christmas*.

A second place cash prize of $50 was awarded to Kaylyn Sheppard, Grade 5 student at St. James All Grade School in Lark Harbour. Two third place cash prizes of $25 each were awarded to Grade 5 students Jeffrey Belben of St. Pauls' Elementary in L'anse au Loup and Stacey Searle of Holy Family School in Paradise.

The Communications Committee of the NLTA chooses the theme and judges the entries for the Christmas Card Contest. A total of 214 entries were received this year.

Julie Loder's winning design for the 2003 NLTA Christmas card.

ST. MARY'S

School promotes literacy during Education Week 2003

Dunne Memorial Academy in St. Mary's was the center of activity during Education Week 2003, bringing together staff, students, families and the community, in the name of literacy.

To open Education Week, the principal and student council president recited the proclamation. Each day, primary and elementary students read poems (related to each sub-theme) on the PA system. Throughout the week, various activities took place. Some classes corresponded via e-mail with friends and family in such places as Scotland and South Africa. High school students shared their leadership skills by facilitating reading groups with elementary classes. Adults from the communities served by the school (including R.C.M.P., community health nurse, business people, grandparents, other family members and friends) came to read with and/or share experiences and stories with the primary/elementary students. Elementary students prepared and displayed paintings of flags of the countries representing different continents and participated in a contest to find place names across Canada (A-Z). DEAR (Drop Everything and Read) involved the whole school community. Draws were also held for Education Week t-shirts for involvement in the school reading program.

Peggy Ryan of Dunne Memorial Academy said the highlight of the week was the announcement that the school's elementary section had placed among the top 10 schools for highest average of reading minutes in our province in the *For the Love of Reading Challenge*. Dunne Memorial wins a cash award of $2,500 for this outstanding achievement.

"Dunne Memorial Academy continues to promote 'Literacy for All'. We love to be immersed in reading!" concluded Ms. Ryan.

High school rock band releases fundraiser CD

Four students and a teacher at Dunne Memorial Academy in St. Mary's have recorded and released a two-song CD demo to help raise money for the school's Breakfast Program. The band, called *The Crash*, consists of Shane Hickey, Robert Kielly (both Grade 12 students), Charles Williams, Daniel Martin (both Grade 10 students), and Chris Churchill (Mathematics/Science Teacher), at Dunne Memorial Academy.

On March 3 *The Crash* played their first show at the annual Breakfast Fundraiser Concert. The following week they released their CD to students, parents and teachers of Dunne Academy. The CD, which was made possible by contributions of the band members themselves, sold out (100 copies) in only two days. The CDs were sold for $4 each with all profits being donated to the Breakfast Program.

Members of The Crash – front row: Robert Kielly (drums); back row (l-r): Daniel Martin (guitar/bass), Chris Churchill (guitar/bass), Shane Hickey (lead vocals), Charles Williams (backing vocals)

The Crash would like to thank the students, teachers and parents for supporting their band and the school's Breakfast Program. Special thanks are also extended to Mr. Charles Dillon, the principal of Dunne Memorial Academy, for his support of the band and their efforts.

LA SCIE

Students turn up the heat

The Grade 2 class of Hillside Elementary in La Scie has had enough of winter so they decided to turn up the heat recently when they transformed their classroom into Hawaii. Students painted Hawaiian murals, sampled Hawaiian food, enjoyed Hawaiian music and visited Hawaii via the internet.

Madonna Boone, Grade 2 Teacher at Hillside Elementary said students spent the day relaxing in the heat on beach towels, wearing shorts, sunscreen and sunglasses. "They ended their 'fun' vacation with a great movie – a fitting finale to their Hawaiian experience."

Grade 2 students at Hillside Elementary "turn up the heat" in their classroom, Hawaiian-style.

NEWFOUNDLAND & LABRADOR

Winners announced in CME high school essay competition

The Canadian Manufacturers and Exporters, Newfoundland and Labrador Division (CME), recently announced the winners of their first annual high school essay contest. First prize was awarded to Janine Brophy of St. Kevin's High School in Goulds. Janine's essay outlined the types of manufacturing demonstrated in the province, the Manufactured Right Here Program and the Youth Ventures Program. The second prize was awarded to Sara Dewling of Herdman Collegiate in Corner Brook. Sara's essay about manufacturing in the province concentrated on technology change, challenges for manufacturers, and manufacturing strategies.

(cont'd.)

Janine Brophy is presented with her first place award. Shown (l-r): Don Emberley, Academy Canada; Wayne Predham, Academy Canada; Janine Brophy; Sean McCarthy, Canadian Manufacturers and Exporters; and Donna Feltham, College of the North Atlantic.

The aim of the CME High School Contest is to increase awareness of the manufacturing sector amongst high school students. Sponsored by Browning Harvey, College of the North Atlantic, Academy Canada, and Newfoundland Power, the contest offered $1,000 for first prize and $500 for second prize. High school students across the province had the option to write a 1,000 word essay or produce a short video on manufacturing. Their piece had to be well organized, be creative, and demonstrate knowledge of the chosen topic.

"CME is proud to aid in a program designed to create awareness of our sector. With a looming industrial skills shortage, activities are needed to encourage students to learn more about career opportunities in the province," stated Mr. John Patten, Chair of CME. "It is evident that students who participated in the contest researched the sector and were well aware of the contribution the sector makes to the province. It is hoped that this initiative helps increase youth's interest in the skilled trades and manufacturing sector, which is paramount to the sector's sustainability and growth."

"The principal's leaving early today, Eddie, so go to the office now and you can act up later."

CANADA

New publication to examine implications of online education

The Canadian Teachers' Federation (CTF) has launched a new publication, *Virtual Education, Real Educators: Issues in Online Learning*, which probes the growing phenomenon of e-learning or online education.

"This publication is intended to assist teachers to critically examine the claims for online education in the context of their own classrooms and profession", says CTF President Doug Willard. It provides an overview of issues related to equity, socialization, privatization, technology costs and the implications of online education for teachers' work and professionalism. It also offers useful guidelines to inform policy development, classroom practice, collective bargaining and general thinking about technology implementation in our schools. These guideposts are intended to help teachers and other educators as well as policy-makers navigate the largely uncharted 'virtual waters' of online education.

Online education has been described as the next wave in technology-based K-12 education. Distance education combined with new information and communications technology (ICT), as well as other factors, have fuelled its growth.

As with previous forms of technology, its emergence has been accompanied by much educational promise, not the least of which is enhanced teaching and learning. Online education is raising a host of complex issues, challenging the education community to think critically and creatively about its role in public schools.

CTF President Doug Willard concludes by saying that "online education must be driven by the need to enhance the quality of education and learning and be supported by a strong research base. It must also be consistent with a broad conceptualization of the role of public education in pursuing the multiple goals of education, including forging citizens and democratic societies."

Copies of *Virtual Education, Real Educators* are available from the Canadian Teachers' Federation at a cost of $10 each.

Sunshine Walk for Children's Dreams help dreams come true

The RadioShack Sunshine Walk for Children's Dreams, held each June in locations all across Canada, is Sunshine Dreams for Kids single biggest source of funds to make dreams come true for children challenged by severe physical disabilities or life-threatening illnesses.

The Walk isn't just about money – it's also about raising awareness of Sunshine's important work in the area of dream fulfillment, which has resulted in more than 5,400 dreams fulfilled since Sunshine began in 1987.

Last year's Walk raised close to $450,000 to help make dreams come true. The Newfoundland and Labrador Walk raised $31,500 last year, the most money raised out of 29 Sunshine Walks across Canada. This year's walk will take place on Saturday, June 7, 2003 at Quidi Vidi Lake in St. John's. Registration will begin at 9:00 a.m. and all walkers will register at the tent located near the playground directly across from the Legion. The Walk will commence at 10:00 a.m. with a BBQ to follow at the Military in Pleasantville. To find out more about the Walk, visit the Sunshine Walk for Children's Dreams website at www.sunshine.ca or telephone 1-800-461-7935.

Project aimed at reducing violence in schools

Peaceful Schools International has been selected by the Federal Department of Justice to design and implement a project aimed at reducing violence in our schools and communities.

Funded by the Crime Prevention Partnership Program of the Federal Department of Justice, the initiative began in March and is scheduled to by completed by March 2004. The project, entitled *Peace@School* will be available in both English and French. It will provide educators, youth and community members with a comprehensive toolkit enabling a school to begin or sustain its own journey of becoming peaceful. Some of the items included in the toolkit are envisaged to be: a leader's guide, a short introductory video/DVD, a copy of each of the documentary films *Waging Peace* and *Learning Peace*, teacher viewing guide, print discussion materials and a resource list.

The aim of *Peace@School*, a national outreach and awareness program, is to provide a tool for community activists in order to help reduce crime and violence in our schools thus contributing substantially towards making them more peaceful and safer places for our youth. The goal is to enable individuals to work on local solutions with stakeholders in their own community.

MARGARET DAVIS, 1954 – 2002

Margaret Davis

Throughout her 13 years as Physical Education teacher at Holy Family School in Paradise, Mag Davis taught us many lessons. She introduced many of us to sports like golf, curling, and softball, but the most important lessons she gave us were not about the rules of the games, but the rules of life and how to live it well.

Mag had a smile and enthusiasm that were infectious. She was dedicated to her students and to teaching them to be the best that they could be. Under her direction, our Physical Education program was exemplary.

For Mag, a challenge was always something to be faced head-on. Nowhere was this more evident than in the months prior to her death when, though faced with a serious illness, she came to work and faithfully carried on. She worked up to two weeks before her death.

A woman of character, courage and strength – she is truly missed.

(*Submitted by the staff of Holy Family School, Paradise*)

JOHN B. GREEN (BEN), 1917 – 2003

John B. Green

Ben Green began his teaching career at the early age of 17 when he worked for six months in his hometown of Little Bay West, Fortune Bay. From there he went to Mose Ambrose, Red Island, Hunt's Island, Lamaline, Isle Aux Morts, Taylor's Bay and back to Lamaline. He spent a total of 25 years in Lamaline where he not only taught, but was a teaching principal for approximately 10 years. He met his wife, Kay, in Lamaline and raised his family there. He ended his career in 1973 after 36 years of service. Ben was a dedicated teacher who extended an open-door policy to his students. After his retirement he and Kay, who pre-deceased him in 1990, moved to Fortune where he continued his involvement with church and community. Ben is survived by three daughters and special friend, Ella Pittman of St. Lawrence.

(*Submitted by daughter Norma Stacey*)

Redundancy, Reassignment & Layoff

by PERRY DOWNEY

The last day for teachers to be notified of layoff was May 7 and teachers are reminded to review Article 9: Layoff in the Provincial Collective Agreement (Article 47 in the Labrador West Collective Agreement). This Article clearly outlines the process that each school district is required to follow as they prepare and finalize their staffing plans for the 2003-04 school year.

As most teachers are by now aware, in the most recent Provincial Government Budget Speech, Government announced that there would be a reduction of 160 teaching units for the 2003-04 school year. Earlier indications from various school districts, however, suggest that many of these positions will be absorbed through natural attrition created by teacher retirements and resignations. Even if the number of retirements and resignations is equal to or greater than the number of teaching unit reductions, there is still a possibility that reductions will occur on certain staffs for the next school year. Conditions, such as a reduction in programs or a decline in student enrolments may require staffing adjustments in certain schools. As a result, individual teachers may be affected by this process and thus declared redundant and reassigned to another position within another school within the district or laid off if no comparable position is available in the district that the person is capable of filling.

Because this process can have significant implications to individual teachers, it is very important that all teachers become familiar with the redundancy/reassignment and lay-off processes and with their rights as provided in either the Provincial Collective Agreement or the Labrador West Collective Agreement. To briefly review the process that should occur when a position(s) is lost, i.e., a position(s) is/are redundant, all teachers should be familiar with the following process:

STEP I – CLAUSE 9.01: Teachers must ensure that their placement on the School Board's seniority list accurately reflects their entire teaching service in the Kindergarten to Level III public school system in the Province, i.e., every day should be recorded as seniority. Time taught outside the province or outside of the Kindergarten to Level III school system cannot be credited as seniority. If there are discrepancies between your calculation of seniority and the School Board records, it is the teacher's responsibility to notify their School Board official as soon as it is discovered.

STEP II – CLAUSE 9.02: Senior teachers shall be reassigned to the remaining positions within the school that they are capable of filling. Subject to capability, the reassignment process shall be as follows: tenured teachers; teachers on a one-year probationary contract; teachers on a two-year probationary contract; teachers on probationary contracts in accordance with Clause 7.05.

STEP III – CLAUSE 9.03: A teacher who is not reassigned in accordance with Clause 9.02, shall have priority, based upon seniority, subject to capability, to vacant teaching positions or positions held by junior teachers, in the following order of priority: within the community; the nearest community, within the school district, where such a position exists.

Note: With respect to Clauses 9.02 and 9.03, in determining capability to fulfill the requirements of the job function, the School Board shall consider the overall ability of the teacher to perform the functions of the position in accordance with the currently modern standards required for the position.

Step IV: Any teacher who is declared redundant and not reassigned, in accordance with Clauses 9.02 and/or 9.03, is deemed to have been "laid off" and thus placed on recall. Any teacher placed on recall has rights to vacant comparable positions during the subsequent three (3) years following the layoff (Clause 9.10).

To paraphrase Clause 9.07(b), a teacher who is reassigned and notified in writing in accordance with Article 9, has ten (10) calendar days to notify the School Board of his/her acceptance or rejection of the reassignment. Also, as stated in Clause 9.09: "A School Board will not advertise any positions or hire any teachers until it has made every effort to place those teachers who have been laid off or who have been notified in writing that they are to be laid off."

Any teacher who has been notified by his/her school administrator and/or school district office personnel

that their position is redundant and they will be reassigned or laid off for the following school year should consult with the designated Administrative Officer in the Benefits and Economic Services Division responsible for that district. The school district designations for each Administrative Officer are as follows:

District 1	Labrador	Perry Downey	ext. 226
District 2	Northern Peninsula/ Labrador South	Perry Downey	ext. 226
District 3	Corner Brook/Deer Lake/ St. Barbe South	Lloyd Hobbs	ext. 230
District 4	Cormack Trail	Perry Downey	ext. 226
District 5	Baie Verte/Central/Connaigre	Stefanie Tuff	ext. 232
District 6	Lewisporte/Gander	Stefanie Tuff	ext. 232
District 7	Burin	Lloyd Hobbs	ext. 230
District 8	Vista	Don Ash	ext. 231
District 9	Avalon West	Don Ash	ext. 231
District 10	Avalon East	Don Ash	ext. 231
District 11	Conseil Scolaire Francophone Provincial de Terre-Neuve et du Labrador	Stefanie Tuff	ext. 232
Dept. of Ed.	Newfoundland School for the Deaf	Don Ash	ext. 231

Perry Downey is an Administrative Officer in the Benefits and Economic Services Division at the NLTA.

Collective Bargaining Submission Week

May 5-9, 2003

NLTA members are being provided with an opportunity to provide input on issues which impact everyday life and working conditions. This input will greatly assist the Provincial Collective Bargaining Committee in its work.

You are encouraged to take the opportunity to complete a Submission Form during the week of May 5-9, 2003, which has been designated as Collective Bargaining Submission Week.

Copies of this form are available on the NLTA website www.nlta.nf.ca. As well, a copy is included in this publication for your convenience. Deadline for submissions is **May 16, 2003.**

Plan Ahead and Register Early

Pre-Retirement Seminars

by DON ASH

Teachers within two years of retirement eligibility should register for one of the NLTA's seven Pre-Retirement Seminars being held in the fall of 2003. Clause 18.11 of the Provincial Collective Agreement and Clause 29.12 of the Labrador West Collective Agreement provide two days paid leave to attend these seminars.

During the fall of 2002, NLTA hosted seven Pre-Retirement Seminars – one each in Stephenville, Corner Brook, Gander, Grand Falls-Windsor, and three in St. John's. These seminars were held in accordance with Association policy as part of its overall program of pre-retirement counselling, and were attended by teacher participants and spouses.

Information sessions dealt with topics such as the Teachers' Pension Plan, Severance Pay, NLTA Group Insurance, Psychological Preparation for Retirement, Financial and Estate Planning and the Canada Pension Plan. As well, time was set aside for individual counselling of prospective retirees by the various consultants.

The evaluation forms completed at the seminars demonstrated an extremely positive response to the pre-retirement seminars. Notwithstanding this however, there were a number of recommendations for improvement and our plans for the fall of 2003 will attempt to incorporate those various suggestions. Preparation is already underway to hold seven seminars during October and November 2003 in Stephenville, Corner Brook, Gander, Grand Falls-Windsor, and three in St. John's.

The sessions will be two days in duration. The program begins with registration from 9:00 to 9:30 a.m. on Day One. The first agenda item begins at 9:30 a.m. with the afternoon session concluding at approximately 3:30 p.m. On that first evening, there is also a 7:00 p.m. session devoted to Psychological Preparation for Retirement, which runs for approximately two hours. Day Two of the seminar commences at 9:00 a.m. and concludes at approximately 3:30 p.m.

The full text of the NLTA Policy on Pre-Retirement Seminars, as it has been amended over the past few years, is contained within the text of this article. Prospective retirees are urged to read closely these policy provisions and be aware of their application. The registration form for attendance at the 2003 seminars can be found on page 12. Potential participants are reminded that, in order to attend, they must register for a particular seminar and apply to their District for leave. Only those teachers eligible to retire during or before June 2006 will be eligible to attend. Furthermore, registration must be received at the NLTA Office at least four weeks in advance in order to ensure approval of attendance. Given the increasing numbers of teachers eligible to retire, we must adhere strictly to the requirement for early registration. As a result, the Association will reserve the right to refuse acceptance of registration forms at any particular seminar if the registration has not been received at the NLTA office in accordance with Association policy.

It is the responsibility of the individual participant to make arrangements for hotel accommodations, should any be required. When you contact the hotel in question, please reference the fact that you are attending an NLTA function and this should provide a reduced rate which is available to persons travelling on Association related business. Note that accommodation expenses are the responsibility of the teacher.

In order to ensure that seminar participants are able to gain maximum advantage from the presentations, it is our intention to make every effort to keep the seminars to a reasonable size. This means, in effect, that we reserve the right to limit the number of people who will be granted access, depending on the physical facilities available at each site. Consequently, it is imperative that teachers plan ahead and register early in the event that registrations have to be taken on a first-come, first-served basis.

NLTA Policy on Pre-Retirement Seminars

1. The NLTA will make provision for an ongoing program of pre-retirement counselling through the involvement of Benefits and Economic Services staff in branch workshops, branch meetings, and small group sessions as requested. Elements of the Benefits and Economic Services program relating to

retirement planning will be communicated through the use of *The Bulletin*, Infosheets, and special publications.

2. The NLTA will provide a special program of pre-retirement counselling to teachers in the form of annual pre-retirement seminars. Only those teachers who are eligible to retire within two years of the expiry of the school year in which the seminars are held will be permitted to attend. Exceptions will be allowed in the case of teachers required to retire on disability pensions.
3. Pre-retirement seminars will be planned each year by the Benefits and Economic Services Division. The location and number of seminars will be determined on the basis of Association policy as determined from time to time by the Provincial Executive Council.
4. Expenses will be paid for teachers and spouses who attend the pre-retirement seminars in accordance with the following stipulations:

a) Travel expenses shall be reimbursed in accordance with the following provisions:
   i) participants shall be reimbursed the lesser of travel by private vehicle or public transportation to the seminar closest to the place of residence. In the event that a teacher requests and is accepted to attend a seminar other than the closest seminar, the participant shall only be reimbursed the amount applicable for travel to the closest seminar.
   ii) payment for private vehicle shall be at the rate of 6.4¢ per kilometre for the return trip from residence to seminar site.
   iii) travel by public conveyance shall be reimbursed at the rate of 80 percent of ferry, taxi, or economy airfare; in the case of airfare, the lesser of excursion (seat sale) or 80 percent of economy airfare will be paid, where excursion (seat sale) fares can be arranged. Receipts shall be required for all reimbursement.
   iv) no expenses will be paid to participants living or teaching in the community where the seminar is held.
   v) a spouse is welcome to accompany the participating teacher to the pre-retirement seminar, but no expenses will be covered.

b) All other expenses, such as meals, accommodation, and child care, are not covered. These expenses are the responsibility of the participating teacher.

c) Any reception(s) held during the pre-retirement seminars will be on a cash basis only.

5. Expenses will be provided for one pre-retirement seminar only per teacher participant. A teacher participant shall be permitted to attend one seminar only. (Notwithstanding this, a teacher may attend a second seminar as a spouse.)
6. Teachers attending a pre-retirement seminar must attend the seminar location closest to their place of residence, except in cases where the mode, cost or availability of transportation necessitates otherwise. Such determination will be made by the Benefits and Economic Services Division.
7. Directors and Assistant Directors, and spouses, are welcome to attend one pre-retirement seminar, but no expenses will be paid in accordance with this policy.
8. All participants, in order to attend, must register for a particular seminar. Registration must be received at the NLTA office at least four (4) weeks in advance in order to ensure approval of attendance.
9. The funding mechanism and program content for pre-retirement seminars will be reviewed annually by the Membership Benefits and Services Committee with recommendations being made to Executive as required.

Don Ash is an Administrative Officer in the Benefits and Economic Services Division of the NLTA.

2003
PRE-RETIREMENT SEMINAR

REGISTRATION FORM

Name

Home Address

Postal Code

Home Telephone

Social Insurance Number

School Name

School Telephone

Please check which session you will be attending:

- ☐ **Oct. 9-10** – Mt. Peyton, Grand Falls-Windsor
- ☐ **Oct. 16-17** – Hotel Gander, Gander
- ☐ **Oct. 23-24** – Holiday Inn, Corner Brook
- ☐ **Oct. 30-31** – Holiday Inn, St. John's
- ☐ **Nov. 6-7** – Holiday Inn, Stephenville
- ☐ **Nov. 13-14** – Holiday Inn, St. John's
- ☐ **Nov. 17-18** – Holiday Inn, St. John's

Will your spouse be attending? ☐ Yes ☐ No

Name of spouse (if attending)

Earliest eligibility date for pension

Have you attended a previous pre-retirement seminar?

☐ Yes ☐ No

Note:
- Teachers within two years of retirement (on or before June 2006) are eligible to attend.
- All participants must pre-register.
- You will receive confirmation prior to seminar.
- Travel costs will be paid according to policy and only to the nearest seminar.
- Teachers are advised to bring a calculator.

Please submit registration form to:
Melanie Jaster
Benefits and Economic Services Division,
Newfoundland and Labrador Teachers' Association
3 Kenmount Road, St. John's, NL A1B 1W1
Fax: 709-726-4302; 1-877-711-6582 (*toll free*)

FOR NLTA OFFICE USE ONLY		
Date Received	Confirmation Sent	Information Package Sent

Thinking About Retirement?

by DON ASH

Under the Teachers' Pension Act, a teacher is eligible for pension benefit:
(a) At age 60 with between five and twenty-four years of pensionable service.
(b) At age 55 or after with at least twenty-five years of pensionable service.
(c) After completing thirty years of worked service regardless of age (worked service refers to all pensionable service except university study buy-back that could be purchased prior to 1991).
(d) With twenty-nine years of worked service and at least thirty years of pensionable service on a reduced pension based on the number of months of retirement prior to age 55.

Checklist for Retiring Teachers
The following checklist is designed to assist teachers as they participate and plan for this upcoming life phase change:
• Apply to NLTA to attend a Pre-Retirement Seminar up to two years prior to your year of retirement.
• Confirm the eligible date of your retirement with the Pensions Division, Tel: 709-729-3931/3932, Fax: 729-6970.
• Submit your resignation to School District (DO NOT resign until eligibility has been confirmed): one month notice is required if retirement is to occur before Christmas; three months notice (March 31) is required if retirement is to occur after Christmas.
• Apply for Teachers' Pension by completing the appropriate *Teachers' Pension Application.*
• Complete the *Direct Deposit Form* and submit to Pensions Division.
• Apply for Severance Pay by completing the *Severance Payment Request Form* from Teacher Payroll.
• Confirm/consult with Johnson Incorporated on Group Insurance coverage, Tel: 1-800-563-1528.
• Consider joining the Retired Teachers' Association by completing the application form and submitting it to the Pensions Division.
• Consider seeking personal financial advice regarding financial decisions related to retirement.
• Keep your mind active and your body healthy. Enjoy life!

Please note the following changes effective upon retirement:.
• NLTA Membership status changes from Active Membership to Life or Associate Membership.
• Access to the services and benefits of the Employee Assistance Program (EAP) terminates.
• Basic Life Insurance coverage reduces to twice annual pension from twice annual salary (provided coverage is maintained and premiums paid) and is further reduced at age 65.
• Eligibility for EI ceases (unless a person becomes a "re-established worker" or is on a forced medical retirement).

Any questions or comments can be directed to an Administrative Officer in the Benefits and Economic Services Division.

Don Ash in an Administrative Officer in the Benefits and Economic Services Division at the NLTA.

Some Tips on Teacher Certification

by STEFANIE TUFF

Some teachers may finish their careers having dealt with the Teacher Certification division of the Department of Education on only one occasion – when they made their initial application for a teaching certificate. However, many others are in contact with Teacher Certification personnel from time to time for various reasons, such as: certificate upgrading; allowance/bonus applications; credit for teaching service in other provinces; and, Review Panel hearings and appeals. The purpose of this article is to provide some basic information and advice for teachers facing issues that fall within the jurisdiction of Teacher Certification.

Once a person has been certified as a teacher, the most common reason for further contact with Teacher Certification officials is certificate upgrading. Under provincial legislation (the *Teacher Training Act and Teacher Certification Regulations*) the responsibility for approving or disapproving applications for upgrading rests with the Registrar of Teacher Certification, Mr. Robert Parsons. The Regulations set out the educational requirements for each level of certification and Mr. Parsons reviews each application and determines whether the requirements for the certificate level being sought have been met. All programs of study must be approved by the Registrar before they will be accepted for certification purposes. Therefore, it is extremely important that teachers who are planning to invest in further education in order to qualify for a higher level of teacher certification first check with Mr. Parsons' office to ensure that the program they are considering has been approved and complies with the *Regulations*.

Under Article 21.07 of the Provincial Collective Agreement (Article 23.06 of the Labrador West Collective Agreement), teachers can receive service credit, and the corresponding salary increments, for teaching service and for certain categories of work experience other than regular and substitute teaching in this province. However, this does not happen automatically. An application must be submitted to Teacher Certification, along with confirmation of the nature and duration of the work experience for which credit is being sought. Applications for transferring teaching service are available from the Teacher Certification office. Teacher Certification is also responsible for approving applications for the bonuses and allowances paid to department heads, guidance counsellors, and specialist teachers.

The Registrar of Teacher Certification oversees the process by which teaching certificates may be suspended or canceled in certain cases. For example, the *Teacher Training Act* states that the certificate of a teacher who terminates his/her teaching contract without giving the proper notice set out in the Collective Agreement may be suspended for up to one year. These types of cases are heard by the Teacher Certification Review Panel and teachers are given an opportunity to present their case before a decision is made. The Registrar is not a member of the Review Panel but is responsible for arranging hearing dates and locations and for ensuring that all parties have received the necessary information and documentation for the proceedings. If a teacher's certificate is suspended or terminated by the Review Panel, the Registrar will notify the other provincial teacher certification authorities of this decision, which may prevent a teacher from teaching in any other Canadian jurisdiction.

Decisions of the Registrar on applications for initial certification or upgrading, and decisions of the Review Panel can be appealed within certain time limits. Mr. Parsons can be contacted at the Department of Education, P.O. Box 8700, St. John's, NL, A1B 4J6, tel: (709) 729-3020, or by e-mail, robparsons@gov.nl.ca. Teachers who have concerns about a Teacher Certification issue are advised to contact an Administrative Officer in the Benefits and Economic Services Division.

Stefanie Tuff is an Administrative Officer in the Benefits and Economic Services Division at the NLTA.

Benefits Available Through Workers' Compensation

by PERRY DOWNEY

The Workers' Compensation system provides many other benefits and services besides financial. For example, the Medical Aid Only benefits can relieve an individual from many unnecessary expenses. This benefit is often payable while the individual remains working. For example, if a teacher receives a soft tissue injury while at work, i.e., a strain or sprain, often times the teacher will require medication, therapy, travel to and from therapy sessions while still carrying out his/her duties as a teacher. These type of expenses would, in all likelihood, be covered under the Medical Aid Only Policy of Workers' Compensation.

In most cases today, teachers who receive such injuries at work will often claim their expenses under the NLTA Group Insurance program, rather than the Workers' Compensation program. As with any insurance policy, more claims means more payout and thus increased premiums to all policy holders. Remember, the policy holders in this case are all teachers currently employed in the province and retired teachers currently on pension. If all injury on duty cases were being reported to Workers' Compensation and the necessary medical benefits were being costed to that program, it is conceivable that NLTA Group Insurance premiums for certain policies such as Health, may not be increasing at the rates currently being experienced. It thus becomes important that the cost associated with injury on duty cases be costed to the correct program, i.e., the Workers' Compensation system and not to the NLTA Group Insurance program.

The Workers' Compensation system will also cover costs such as fees for doctors and chiropractic services, cost for hospital services, prescription drugs, occupational therapy and for aids such as crutches and prosthesis. Also, all reasonable costs associated with travel, accommodations and meals are covered when you have to leave your home community for medical treatment. Child care costs over and above your pre-injury costs may be covered while receiving medical treatment and/or attending rehabilitation programs. Although the NLTA Group Insurance program may cover a portion of some of the above costs, they should be charged to the Workers' Compensation Program.

Perry Downey is an Administrative Officer in the Benefits and Economic Services Division at the NLTA.

Collective Bargaining Submission Form

Name: _____ District: _____

Telephone Numbers: Home: _____ School: _____

1. Which of the following areas are important to you? [*Please check*]

- ☐ Administration of Medication and Health Support Procedures
- ☐ Class Size
- ☐ Deferred Salary Leave Plan
- ☐ Employment of Teachers
- ☐ Group Insurance
- ☐ Injury on Duty
- ☐ Inservice/Professional Development
- ☐ Isolation Allowance
- ☐ Labrador Benefits
- ☐ Layoffs
- ☐ Leaves With Pay (e.g. Compassionate, Family, Discretionary)
- ☐ Leaves Without Pay
- ☐ Length of the School Year
- ☐ Loss or Damage to Teachers' Personal Property or Equipment
- ☐ Management Rights
- ☐ Maternity/Adoption/Parental Leave
- ☐ Notification of Vacancies & Promotion
- ☐ Pensions
- ☐ Positions of Administrative Responsibility
- ☐ Probationary Period and Tenure
- ☐ Redundancy Provisions
- ☐ Salaries
- ☐ School Board-Teacher Liaison
- ☐ Severance Pay
- ☐ Sick Leave
- ☐ Substitute Teachers
- ☐ Superannuation
- ☐ Teacher Discipline
- ☐ Teacher Exchange or Secondment
- ☐ Transfer of Teachers
- ☐ Travel Allowances
- ☐ Teacher Evaluation
- ☐ Term Contracts
- ☐ Workload

Others: _____

2. What three areas would you consider should be priorities for the next round of negotiations?

(a) _____

(b) _____

(c) _____

3. Explain why each of the three areas you selected in #2 above are important?

4. Additional Comments. (Concerns/Issues/Questions)

5. If we need to clarify any of the above, may we contact you? ☐ Yes ☐ No

Fax: 1-877-711-6582
(709) 726-4302
E-mail: mail@nlta.nf.ca

OR

Mail to: The Collective Bargaining Committee
3 Kenmount Road
St. John's, NF A1B 1W1

The Burden of Long Term Care

from THE GROUP INSURANCE TRUSTEES

We all know someone who has required home care as a result of an illness, accident or injury or because they could no longer look after their daily responsibilities. Maybe they just needed some help at home to cope with the demands of daily living. Often, the burden of care falls on family and friends who rally around to help their loved one.

More often than not, the caregiving responsibilities rest primarily with the spouse or another member of the immediate family. This can be challenging in today's society where many families are separated by distance and overwhelmed by the demands of their own lives. Also, the burden of care can be physically, emotionally, psychologically and financially taxing on the primary caregiver. "Canada's Caregivers", an excerpt from the *Canadian Social Trends, Canada, 1997* report on primary caregivers, indicates that approximately 50% of employed caregivers stated that their caregiving duties affected their work and 44% reported that they had incurred extra expenses in the previous 12 months because of their caregiving responsibilities. Furthermore, 21% of caregivers indicated that their own health had been affected because of their additional caregiving responsibilities.

To ensure that the needs of their loved ones are being adequately met, many primary caregivers seek to supplement their efforts with outside help. The average annual cost of two hours per day of home care would be over $10,000. When the burden of home care becomes too much for the primary caregiver, a personal care home or a nursing home may become the last resort. The Government of Newfoundland and Labrador currently has an allowance/subsidy available for home care, personal care homes and nursing homes. To be eligible for consideration, however, an individual must do a financial means test and have liquid assets less than $5,000. This suggests that the financial burden of care could be substantial for our membership.

Your NLTA Group Insurance Trustees recognize the burden created when individuals need long term care and they hope to make a Long Term Care Insurance option available to teachers this Fall. It is hoped that this option will be also available to parents and children of teachers. Watch for further details on the launch of this program in Fall 2003.

Education Week 2003

Many Places, Many Faces, One Spirit

NLTA President Winston Carter addressed the audience.

Mr. Barry Morgan was the teacher Master of Ceremonies.

Education Week in Newfoundland and Labrador took place March 2 to 8. This year's theme was "Many Faces, Many Places, One Spirit".

This year's Education Week opening ceremonies were held at G.C. Rowe Junior High in Corner Brook. The ceremonies featured performances by the G.C. Rowe Wind Ensemble, the G.C. Rowe Drama Club, the Herdman Collegiate Stage Band, the G.C. Rowe Junior High Choral Group, and the band Every Six Seconds.

The Honourable Gerry Reid, Minister of Education, and NLTA President Winston Carter sign the Education Week Proclamation.

The purpose of Education Week is to focus attention on students and teachers, the education system, and educational issues. In recent years the emphasis for Education Week has been placed on encouraging parents, community members, and the public to become involved in education, along with teachers and students. Our theme this year, "Many Faces, Many Places, One Spirit" celebrated our many roles in society on the local, provincial, national and international levels. The theme allowed for some thought and reflection about our place in our schools, communities, province, and the place that we have in a much broader spectrum within Canada and the rest of the world.

The NLTA has been sponsoring Education Week for 67 years, since 1936.

With the help and cooperation of STEM~Net and their staff the Opening Ceremonies were again webcast and all schools who wished could view the Opening Ceremonies.

The Herdman Collegiate Stage Band.

The members of the Herdman Collegiate Stage Band also perform with the 94-piece Herdman Collegiate Wind Symphony and are graduates of G.C. Rowe. They performed the wonderfully entertaining selections "Jive Cat Jump" and "The Peanut Vendor".

The G.C. Rowe Drama Club kick up their heels with a performance of the Fables' rendition of "Dance, Dance, Dance".

The G. C. Rowe Drama Club is coordinated by teacher Julie Rank and they performed at and won two Regional Drama festivals. For the Opening they performed the

Fables' rendition of "Dance, Dance, Dance." The audience participated by clapping along with the music.

The G.C. Rowe Wind Ensemble is made up of 59 Grade 9 students from G.C. Rowe and has performed regularly at the annual Remembrance Day ceremonies, Christmas concerts, dessert parties and Rotary Music Festivals. Six members of the group will be performing with the Herdman Collegiate Wind Symphony as they travel to Toronto this May to compete at this year's Canadian Musicfest. They performed a concert march by Eric Osterling called "Sunliner".

The G.C. Rowe Wind Ensemble.

The G.C. Rowe Junior High Choral Group, is made up of 58 students from the Choral classes at G. C. Rowe. This choir performs at assemblies, and Christmas and Spring concerts. They performed the piece "Follow Your Dream". The Group is directed by teacher Deborah Hoven and former G.C. Rowe student Stephanie Hutchings.

The G.C. Rowe Junior High Choral Group.

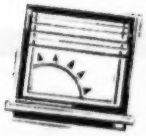
The band Every Six Seconds is made up of students from the school. They have performed at school and other venues in Corner Brook. To help celebrate Education Week they wrote a song called "Peace" which they performed at the ceremonies.

Every Six Seconds entertains the audience with a song they wrote entitled "Peace".

Our theme this year "Many Faces, Many Places, One Spirit" was certainly represented in the program for the Opening Ceremonies. The students and staff at G.C. Rowe were pleased to have been asked to host the Opening Ceremonies and organized an outstanding performance. The excitement and enthusiasm had been evident for days and students and teachers worked very hard to make the event such a success.

Teachers and students join together to perform "It's a Small World".

Student M.C.s Adam Robertson (above) and Kelly Hull, both Grade 9 students at G.C. Rowe.



Confronting with Care

by MARIE WALL

Dealing with uncomfortable or confrontational issues does not come naturally to most of us. Some people avoid the issues whether they are personal or involve others. In many situations problems can be accumulative and build to the point of conflict and frustration. Difficulties arise and are expected as a natural part of life. These conflicts can be a part of healthy living. Care-fronting, a concept and word used by David Augsburger in his book *Caring Enough to Confront*, is the act of confronting with care. The "care-fronting" approach balances concerns for the relationship with concerns for the issues. Care-fronting involves being able to deal with a situation that balances the relationship with attaining goals. Care-fronting is confronting in a caring way. According to Augsburger, "We are most useful as care-fronters when we are not so much trying to change other people as we are trying to help them see themselves more accurately. Care-fronting works like showing people their reflections in a mirror or having them watch a videotape of themselves. They get a perspective on themselves that they cannot achieve any other way." This is essential to healthy communication and thus healthy relationships. This approach says, "I care for the relationship and I feel deeply about what is at stake". Approaching conflict in this way will create a better experience for all involved.

So how do we learn to deal with conflict? This is generally achieved while growing up and through interaction with family and friends. The way our parents dealt with difficulties and how children were treated within the family structure were important to this learning experience. Children learn by example. If a family believes that "all fighting is to be done behind closed doors" then children would not have an opportunity to witness dispute resolution. Often when children experience explosive anger situations while growing up they model the behaviour or learn to totally avoid anger situations. Disputes resolved through manipulation where one person maneuvered to attain their own goals without regard for others, may result in children learning to become deceitful.

Along with the modelling learned from parents, being the oldest, youngest or middle child in a family influences how a person deals with conflict. The oldest child often has more responsibility and thus may have a tendency to be more confrontational. Youngest children are often protected by older siblings and learn to avoid conflict situations. Children born in the middle often learn to see both sides of a situation, and while that may be good, it can also result in indecisiveness.

We often learn to behave in a particular way to try to ensure we were safe. While useful as a child, this approach most likely will not work well in adulthood. Children often learn to cope with certain unspoken rules. Adults, however, must deal with people differently than children and must learn to use different approaches. Through care-fronting one communicates with both impact and respect, with truth and love. It can help build relationships rather than causing more conflict.

"The value in developing a *care-fronting* approach to conflict is investing in your relationship while attaining goals. If you want people to show you consideration and concern, care enough to deal with issues in a manner that is constructive to you both."

When a person only takes the caring stance they will often give too much, accommodate and compromise, as they believe the relationship is to be preserved at all costs. These can be good characteristics, but when it is the only way to cope with problems in the long term it will be damaging to oneself and the relationship. This is an "I lose, you win" stance. When confrontation is the only way a person resolves conflict, the person believes their position is right and they see the outcomes as more important than the relationship involved. This is an "I win, you lose" stance. When a person tends to resolve situations in this manner, it may be satisfying in the short term but the relationship may deteriorate over time.

There are some essential steps to a care-fronting approach to conflict. You must be willing to listen to the other viewpoint and then be ready to share your own perspective. This mutual respect will go a long way to a constructive resolution. It builds trust in handling each other's feelings. It is important also to stay on the topic, working with each other until both of you have reached a new understanding. Make time, therefore, that is agreeable to both of you and when you will not be interrupted. Share what concerns are bothering you and what you feel is an agreeable compromise. Use "I" in these statements, i.e., "I feel hurt" or "I feel that..." instead of "You make me feel hurt", or I feel that...". Learn to state what you really want and share how you truly feel. This is unfamiliar to us, yet with practice it becomes easier. Knowing and stating what you want gives relief and confidence, as there is no guessing about what has been expressed. The other person will know what is needed and can respond, thus eliminating assumptions and disappointments.

Is it worth the risk to care-front someone about a problem that is bothering you? One way to decide is to determine whether you can forget about the problem or will it continue to annoy you for some time. If you will continue to harbor the pain, anger, hurt or other feelings you may be experiencing, caring for yourself could be to care-front the situation. Another way would be to give feedback to someone you care about – you would have to decide how to approach the person. Some people may believe it would be better to say nothing because the person may not take it well. If the relationship is important it may sometimes be necessary to do or say things that may be uncomfortable. Approaching the person in a "care-fronting" manner may be the best method and of an advantage for both of you.

Choosing not to care-front may contribute to the demise of a relationship in the long-term. While the relationship may not dissolve completely the people involved will drift apart because the care and trust may no longer exist. The value in developing a "care-fronting" approach to conflict is investing in your relationship while attaining goals. If you want people to show you consideration and concern, care enough to deal with issues in a manner that is constructive to you both. Care-fronting is about love and power, with concern for the goals and future of the relationship. It will not always be the easiest of choices but it will certainly be a step in the right direction.

Marie Wall is an EAP Coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Marie Wall (ext. 265) or Claudette Coombs (ext. 242).

Teacher's Intellectual Property Rights

According to two professors at the University of Regina's Faculty of Education, the copyright ownership of teacher-prepared pedagogical materials did not become an issue until the recent advent of computer technology. Individuals with very modest budgets, such as teachers, are now capable of assembling and distributing sophisticated, commercial quality materials. Underfunded school boards may also welcome the prospect of marketing on-line courses to students in other school districts of even internationally.

"Individuals with very modest budgets, such as teachers, are now capable of assembling and distributing sophisticated, commercial quality materials."

To the knowledge of the Canadian Teachers' Federation, copyright ownership is not addressed in any K-12 teacher collective agreements across Canada, though related clauses are found in some university faculty collective agreements. When settling differences over the interpretation of a collective agreement, arbitrators or arbitration boards are not permitted to "add to, delete from, modify or otherwise amend the provisions of the collective agreement". If a dispute were to arise in a school over ownership of teacher-prepared pedagogical materials, therefore, the matter would have to be referred to the courts.

Professors Dolmage and Clarke affirm that Canadian courts have never had occasion to rule on copyright ownership of teacher/faculty-produced pedagogical materials in universities or schools. Nevertheless, existing jurisprudence on Sec. 13(3) of the *Canadian Copyright Act* reveals fundamental legal principles that the courts would apply to the K-12 school context. Two key considerations of the courts are evidently whether the individual creates the work in question in the course of his/her employment contract, and the extent of the employer's control over the work.

Even if school legislation does not expressly state that teachers must prepare pedagogical materials, Dolmage and Clarke claim that it is certainly an implied duty since teachers are legislatively required to "teach diligently and faithfully" those courses assigned to them. Experts on teacher evaluation note that a teacher's knowledge of the curriculum has to be current, accurate and comprehensive, to the extent appropriate to the grade level taught. By inference, this necessitates using the best available materials for teaching students. Diligent teachers will often supplement the prescribed curriculum with their own resources and materials. Moreover, the creation of pedagogical materials is unquestionably "integral to the primary purpose and activity of the school".

Where the teacher-prepared pedagogical materials are directly related to a teacher's current or prospective assignment, the courts would probably consider it work created in the course of the employment contract. For a court to give credence to a full-time teacher's claim that he/she created such materials after school is unlikely, considering that teacher organizations' own studies reveal that a teacher's workload extends well beyond mandated student contact hours.

While how much autonomy a teacher has with respect to teaching methods of pedagogical materials is a matter of continuing debate, school boards periodically evaluate a teacher's classroom skills. Knowledge and content of pedagogical materials is an important component of the evaluation process. Professional autonomy clauses are uncommon in teacher collective agreements, especially since the British Columbia government resorted last year to legislative removal of such contract language from local agreements. To a considerable extent, the employer exerts control over a teacher's work and is apparently reluctant to see the situation change.

Another factor that a court would undoubtedly consider is that, by nature, teaching is a sharing profession in which cooperation and trust among colleagues is essential for a successful school. Teachers tend to share with their colleagues their own pedagogical materials that have worked well. The notion of a teacher putting private commercial interests ahead of the interests of

the profession as a whole may be inconsistent with the ethics of the teaching profession.

Under Sec. 13(3) of the *Canadian Copyright Act*, Dolmage and Clarke conclude that, "The employing school board could claim ownership of copyright in any teaching materials prepared by their teachers, assuming the materials relate to the teacher's teaching assignment with the board". Interestingly, though, the *Act* permits the employee and the employer to reach a contrary agreement if they so choose.

Nevertheless, they raise some interesting caveats that a school board should not overlook. To protect the honour and reputation of the creator/author, he/she retains "moral rights" to his/her works. One of the three components of moral rights is paternity rights, which refer to the author's/creator's right, unless it is waived, to have his/her name associated with the work. Additionally, prior research has shown that windfall profits from pedagogical materials are, in fact, quite rare. Copyright protection law is extremely complex, and a school board must decide whether it is willing to assume liability for any third party copyright violations if it claims ownership of the pedagogical materials.

The information for this article was taken from the Canadian Teachers' Federation "Economic Services Notes", March 2003.

School Representative Seminars

Coming in Fall 2003

A new series of School Representative Seminars will take place on a triennial basis starting in the fall of 2003. The province has been divided into nine regions and three seminars will be held in the fall. Schools will have the opportunity for a representative to attend every three years. Further information will be provided as it becomes available.

3RD ANNUAL PROVINCIAL FAIR
TEACHER RECRUITMENT

The Fair will profile job opportunities and related information for students, teachers or others interested in entry into the profession.

Are you looking for a job in education?
Are you an Education graduate?
Substitute teacher?
Or looking for a careerchange?

The Provincial Teacher Recruitment Fair is the place for you.

Date: Thursday, May 15, 2003
11:00 a.m. - 8:00 p.m.
Place: R. Gushue Hall
(Main Dining Hall)
St. John's Campus of Memorial University

Free Parking Available in Dining Hall Parking Lots

Come by to see the displays, talk to prospective employers, and collect some information.

It's a chance to discover what's available for teachers in Newfoundland and Labrador.

Information booths will be set up by

- **School Districts**
- **the NLTA**
- **Department of Education**
- **Faculty of Education *and other Educational Partners***

The Provincial Recruitment Fair is a project of the Provincial Advisory Group on Teacher Supply and Demand, in partnership with Memorial University of Newfoundland, the Newfoundland and Labrador Teachers' Association, Department of Education, Government of Newfoundland and Labrador, and the Newfoundland and Labrador School Boards Association.

For More Information contact:
Evelyn Bennett
Tel: 745-5807
e-mail: ebennett@roadrunner.nf.net

Teachers, Students & Education

Benefits from Kids Eat Smart Clubs

by KIM TODD

Historically, teachers have been charged with the formidable task of educating children. Teachers today work toward the same goal; achieving it is becoming more challenging. Limited financial resources, larger class size, among other factors mean that as they 'teach', teachers must overcome numerous other distractions, disruptions, and obstacles and still produce educated children.

Kids Eat Smart Foundation Newfoundland and Labrador is working with partners throughout the province to support teachers in their professional capacity. Kids Eat Smart is a non-profit, province-wide organization that partners with schools, government, corporations and community groups to provide nutritious food to 15,000 children in the province.

Kids Eat Smart Executive Director Susan Green says, "Although teachers carry the responsibility of formally educating our children, the challenges of teaching neither begin nor end with academia. Kids Eat Smart Foundation is a community-based organization that responds to a child's need for nutritious food. And we in this province are not alone. Our national affiliate, Breakfast for Learning, is working to respond to the same need across the country."

Factors such as low income, early morning bussing, and the typical morning household rush all contribute to children attending school without having had a nutritious breakfast. The obvious shortcoming is that children go to school hungry, but there are other negative effects as well. Green adds "Food is obviously crucial to a child's well-being, and Kids Eat Smart partners are delivering it, but our research indicates that child nutrition programs reap other benefits as well."

Kids Eat Smart nutrition programs, known as Kids Eat Smart Clubs, provide a nutritious breakfast (though a few programs offer lunch or snack) prepared by volunteers on site at no cost (in most cases). Although teachers can and many do volunteer, the primary response for volunteers comes from individuals and community groups, with input from teachers or principals.

Clubs differ as resources dictate, but Kids Eat Smart advocates an 'open-door' policy whereby breakfast is prepared in a cafeteria or other designated room, and all can enjoy the meal in a warm, social environment. This method of delivery eliminates stigmatization and helps ensure that children arrive in the classroom well-nourished, in a good mood, and ready to learn.

The initiatives of Kids Eat Smart Foundation are research-based and respond to identified need. Results of a province-wide survey (2000-01) of principals and Kids Eat Smart Program Co-ordinators indicate that Kids Eat Smart Clubs benefit students, teachers, and education as a whole. Findings from principals include the following statistics:

96% agree that the program has provided other benefits in addition to feeding children; 61% agree that academic performance has improved for students participating in the program; 73% agree that attention span has improved for children participating in the program; 100% agree that the program has improved the overall atmosphere of the school; and 100% recommend that other schools start a child nutrition program.

With financial support of sustaining partners, the Government of Newfoundland and Labrador, Petro-Canada, and Breakfast for Learning and the substantial contribution of community partners as well as individual donors, Kids Eat Smart provides start-up, sustaining, and matching grants to Kids Eat Smart Clubs. Kids Eat Smart works with communities, recognizing that each is different in terms of need and capacity. Before funds are allocated, potential programs are required to submit a synopsis of how the program will work, who will run it, other sources of financial support and operational details.

If you are interested in having a Kids Eat Smart Club in your school, telephone 1-877-722-1996 or visit www.kidseatsmart.ca.

Kim Todd is Communications Officer with the Kids Eat Smart Foundation.

There is a

Power

Among Us...

a power that influences positive lifestyle choices

that contributes to improved health for all

that reduces the cost of health care.

That's...

The **Power** of **Learning**

A Message from the Teachers of Atlantic Canada

Cohorts and Other Alternative Modes

Program Delivery in Graduate Education

by ROBERTA F. HAMMETT

The mission statement of Memorial University states: *Memorial University is committed to excellence in teaching, research and scholarship, and service to the general public. Memorial University recognizes a special obligation to educate the citizens of Newfoundland and Labrador, to undertake research on the challenges this province faces and to share its expertise with the community.*

As one of the people responsible for carrying out this stated mission of Memorial University, especially as it pertains to the graduate programs of the Faculty of Education, I have given considerable thought to the statement. I know the citizens of our province trust this mandate, as a couple of incidents have demonstrated to me. One such incident came when I met with teachers in Corner Brook. One of them said (to this effect): "We can enroll in programs offered in this area by several different universities, but we don't want to. We want to attend our university."

When I first arrived in St. John's, the phrase "beyond the overpass" had to be explained to me. Over time, its meaning became clear, especially as I talked with teachers throughout the province. As Associate Dean for Graduate Programs, my goal (shared by Dean Alice Collins and my colleagues) is improved accessibility. This objective is not easy to accomplish, though the Faculty has made some progress. This article will outline some of the considerations as well as describe some of the programs now available throughout the province.

We have been offering our graduate programs in local areas to a committed "cohort". A cohort generally consists of 12 to 15 students who would decide together what program and courses would best fit their learning interests and best serve local needs. Generally, all students would start and end together, and would follow the same routes (thesis, internship, comprehensive). To make the cohort viable, most of the students would have to stay with the cohort throughout their program. However, there would be some possibility of students moving in and out as other demands necessitate, including an individual's desire for a different course or a different program route.

In developing our model, we drew on Dr. Elizabeth Strong's professional development experience with teachers in a St. John's area elementary school. The teachers chose to take a graduate course as a professional development initiative and change instrument in their school. Studying together, and foregrounding their own community's and students' special characteristics and needs, they were able to plan for change while bringing concrete understandings to the theoretical research they were reading.

District Cooperation

There are two well-established Faculty of Education cohort programs currently being offered in the province – one in Corner Brook and area (educational leadership studies) and one in the Avalon West School District (literacy studies). In both cases, district administrators generously supported the establishment of these programs. The literacy cohort was supported by Dr. Bruce Sheppard (Director of Education, Avalon West School District) and facilitated by Ms. Mary Tucker and Ms. Debbie Toope, both of whom have enthusiastically continued to assist with the programs. In Corner Brook and area, Dr. Ross Elliott (Director of Education, District # 3) assisted with the establishment of the program, and all these people continue to support the programs in a myriad of ways.

We also have well-qualified colleagues in the Department of Education and school districts as occasional instructors of our graduate courses, making possible the offering of cohort programs throughout the province when faculty time is stretched to the limit. Such support is crucial; the number of cohort programs being offered at any one time in the province must be restricted by available faculty resources. Instructors living and working in the district bring to the graduate program their knowledge of the issues important to the area and familiarity with many of the students in the cohort. Over time, hopefully, we will be able to offer programs in all the areas of the province in which interested groups of educators want to arrange a cohort.

Other Possible Modes of Delivery

Institutes and scholarly themed conferences with graduate credit and accelerated courses are also ways to make programs more accessible. With contact time compressed to a shorter time frame, teachers may be better able to attend classes in St. John's or other locations. Required readings, Web-based contact, and assignments preceding and/or following the event of face-to-face contact ensure that course integrity is maintained.

Several special institute-style programs are being planned for the summer. Details are available on the Education website (www.mun.ca/educ/grad/). The Canadian Council for Geographic Education conference will be held July 13-19. A graduate course credit (E6913) may be approved in conjunction with this conference. The course extends throughout summer session with readings and assignments, and the class contact hours are fulfilled by the field trips and other activities associated with the conference.

Secondly, in collaboration with the Marine Institute, the faculty is planning an institute in marine science for teachers. Teachers of courses such as Marine Tech 2128, Environmental Science 3205, Biology 3201, Physics 3204, STS 2205, and various oceanography, diversity of life, life science and social studies units, K to 9, will find institute activities useful. Observations and activities on board the Marine Institute ship *The Mares*, at aquaculture sites, and in labs and experimental units are all planned for this week (July 28-August 8). As with the geography conference and course, teachers can plan on enhancing many of the curricular units they currently teach as well as exploring theories of experiential learning, inquiry-based teaching, and sustainability.

Thirdly, teachers can accomplish graduate study in relation to Festival 500: Sharing the Voices and the Phenomenon of Singing International Symposium IV, coordinated by Dr. Andrea Rose in collaboration with the School of Music. Teachers will have individualized access to international scholars, musicians, and choirs. Details are available on our website (www.mun.ca/educ/grad/).

And, fourthly, although dates are not yet set, teachers can visit our website to learn details of the planned Arts Education: Creativity in the Classroom course (E6107). This course will also have a compressed time of class contact with additional course activities throughout the session or semester. This course is intended to help alleviate the "arts confusion" and replace it with "arts infusion" across the curriculum, as teachers K-12, in all disciplines, grow in understanding of arts and aesthetic expression, and creativity and learning practices. It is now the mandate of each K-12 teacher to prepare students who, upon graduation, are able to respond with critical awareness to various forms of the arts and able to express themselves through the arts. This course, and others to be developed, will assist in the process of professional development that will enable teachers to realise this mandate.

Quality Programs

A high priority of the Faculty is to maintain quality programs and courses. Various committees of the Faculty ensure that convenience does not compromise standards, and courses must include the same contact hours, similar numbers and kinds of readings and assignments, well-qualified instructors, and access to excellent library resources. Face-to-face classes with faculty members are included. Sometimes courses incorporate web-based activities before and after the face-to-face contact. Thus course participants are able to meet electronically and discuss readings undertaken in preparation for classes. After the classes, students can continue their dialogue as they write papers and collaborate on projects.

Full-time Study at MUN

While arguing for the accessibility of courses off campus, I want to encourage study at the St. John's campus. There are solid arguments for undertaking full-time study at a university. Taking courses simultaneously rather than sequentially provides an excellent opportunity to make connections between fields of study. The intensity of such study stimulates creative and innovative thinking. Conversations with faculty members, opportunities to attend special lectures and seminars, and uninterrupted reading time in the library are all possible. Thesis and other forms of sustained research are encouraged by such full time study experiences.

Full-time students have access to many resources and opportunities unfortunately not available to part-time students. These include scholarships, fellowships, and awards designated for full-time students only. As well, graduate teaching assistantships that team graduate students with faculty who are teaching undergraduate classes and research assistantships that involve graduate students in faculty research projects are available.

"Taking courses simultaneously rather than sequentially provides an excellent opportunity to make connections between fields of study."

The Faculty of Education is privileged to serve the needs of the K to 12 and post secondary education systems. As Associate Dean, I hope our goal of accessibility reflects the needs of those who will be undertaking graduate studies at MUN. I believe the Faculty of Education offers an exemplary graduate program. We have exceptional and dedicated faculty members and excellent students. I hope you will consider graduate study at Memorial University.

Roberta F. Hammett, Ph.D. is Associate Dean, Graduate Programmes with the Faculty of Education at MUN.

SCHOOL ADMINISTRATORS' COUNCIL CONFERENCE & RETREAT

May 21-23, 2003

Terra Nova Golf Resort, Port Blandford. Theme: *Building Learning Communities*. This conference is an excellent PD opportunity for school administrators, school district personnel, Department of Education personnel, and educational leadership faculty/students. A Pre-conference Leadership Seminar featuring Dr. Roland Barth will be held May 21. Dr. Barth is author of *Learning by Heart, Cruising Rules, Improving School From Within, Run School Run,* and *Open Education and the American School*. He is Founding Director of the Principal's Centre at Harvard University. For further information contact: Rick Thorne, Tel: 709-547-2379, Fax: 709-547-2549, E-mail: rthorne@stemnet.nf.ca.

ATLANTIC PROVINCES LIBRARY ASSN CONFERENCE

May 22-24, 2003

St. John's. APLA, in liaison with the Newfoundland and Labrador Library Association, presents "The view from here/Vue d'en haut". This conference is an exciting blend of informative sessions, author readings and social events. Continuing education, copyright and a report on the comparison between the use of school libraries and success in school tests in New Brunswick are a few of the topics to be explored. Day rates are available. For information contact Suzanne Sexty, E-mail: ssexty@mun.ca, Tel: 709-579-3311, or visit http://staff library.mun.ca/APLA.

ENTREPRENEURSHIP EDUCATION INSTITUTE

July 7-11 or July 7-18, 2003

Halifax, Nova Scotia. Join educators from across Canada and abroad for 5 or 10 days of professional development activities with sessions focused on the approach, philosophy and implementation of entrepreneurship education. The Institute consists of three streams to serve elementary, junior high and senior high educators. Training provided by the Centre for Entrepreneurship Education and Development (CEED) in partnership with the Nova Scotia Department of Education and Mount Saint Vincent University. Price: $1,000 (one week) or $1,600 (two weeks).

CEED is offering a limited number of scholarships to Atlantic Canadian teachers to cover the cost of training only. Accommodations, meals and transportation are not included. Additional subsidies are available for Atlantic Canadian teachers traveling from outside the Halifax area. Attend the five-day Entrepreneurship Education Institute to earn a half-credit or continue for 10 days to earn a full credit at Mount Saint Vincent University.

For tuition and registration information visit www.msvu.ca/education/institutes/institutes.htm#entrepreneurship.

SUMMER INSTITUTE IN ENVIRONMENTAL EDUCATION

August 17-22, 2003

Killdevil Camp and Conference Centre, Gros Morne National Park. This five-day learning experience for full-time teachers in all disciplines is organized by the Western Newfoundland Model Forest in cooperation with School District 3. This year's theme is *Exploring the Boreal Forest*. What does the forest mean to you? Is it a source of firewood, pulpwood and lumber? A home for wildlife, a playground for outdoor enthusiasts, a living laboratory of plant life? These and other values of the boreal forest will be explored during Summer Institute 2003 using the example of the Main River. Registration fee: $250 (includes accommodations and meals). A limited number of free seats are available for recent graduates. For more information or to register, contact: Western Newfoundland Model Forest, Forest Centre, University Drive, PO Box 68, Corner Brook, NL, A2H 6C3, Tel: 709-637-7300, Fax: 709-634-0255, E-mail: lskinner@wnmf.com.

FALL WORKSHOPS – SCHOOL DISTRICT #5

September 26 & 27, 2003

Mount Peyton Hotel, Grand Falls-Windsor. **September 26 – Dyslexia: The Symptoms, Cause & Solutions**. Come learn the warning signs of dyslexia, the latest brain research, the genetic link, how to get tested properly, which reading and spelling systems work (and which ones don't), and how to make school a more successful place. **September 27 – Classroom Accommodations for Dyslexic Students**. This workshop presents the 25 most effective classroom accommodations that allow dyslexic students to succeed in the mainstream classroom. Most cost nothing and require little or no preparation time. Both workshops presented by Susan Barton. For information contact Keith Adey, School District #5, Tel: 709-292-5727.

NEWFOUNDLAND & LABRADOR COUNSELLORS' AND PSYCHOLOGISTS' ASSOCIATION CONFERENCE AND AGM

October 28-30, 2003

Glynmill Inn, Corner Brook. With a focus this year on "The Child", the conference opens with a keynote address by Judge Lloyd Wicks, Child and Youth Advocate for Newfoundland and Labrador. Concurrent sessions will focus on child related issues which will be of particular interest to counsellors, psychologists, social workers and other professionals in the field. There will be a focus on career related issues which will be of particular interest to high school counsellors and human resources development officers. There is also a session around criteria documentation issues which many psychologists and counsellors have expressed a need for. For information contact Chris Cooper, Tel: 709-647-3381 (school) or 709-643-3659 (home) or via e-mail at nlcpapresident@stemnet.nf.ca.

Dates to Remember

June 2003

June 6-7	NLTA Executive Meeting
June 15	Deadline: Notification by board of acceptance/rejection of Deferred Salary Leave requests

July 2003

July 31	Deadline: NLTA Scholarship Applications